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Title 28

EDUCATION

Part XXXI. Bulletin 1179C Driver Education, Traffic Safety, and Administrative Guide for Louisiana Schools

Chapter 1. Rationale

§101. Introduction

A. This publication was prepared as a guide to teaching students the attitude and skills necessary for safe driving performance and as a reference for administrators and instructors working with the Driver Education Program. Emphasis is placed upon pupil participation and a positive approach to the many phases of driver education.

B. The secondary schools are the best equipped, both from a professional and a psychological standpoint, to prepare young drivers for the driving task and its inherent hazards. The best time to train drivers is before their driving habits and attitudes have crystallized.

C. Learning tasks that individuals perform relative to driving and traffic safety serve as focal points around which to structure the curriculum. In this project, objectives and content items were derived from and centered around what people do, on and off the highway, in relating to the traffic system. Behavioral objectives were included where they contribute to a decision on performance involved in one of the tasks.

D. Instructional objectives are stated in terms of expected student outcomes and imply both method and content. They exhibit constructive changes to be produced in the behavior of students. This approach tends to motivate and direct the learning process. Objectives related to operator tasks present real world behavior (passing, turns, entering freeways, etc.). In some cases, the behavior that can be taught and evaluated during the course only enables students to perform effectively in real world situations. In every case, however, objectives stress student-environment interaction as opposed to student-instructor interaction.

E. Before Driver and Safety Education can hope to modify the behavior of students, instructors must become more than dispensers of information and trainers of skills. Concepts that students discover are more meaningful and remembered longer than those handed down to them or imposed upon them. In short, information and skills must be taught in such a climate that students see and accept the responsibilities associated with the learnings.

F. The human functions - Search, Identify, Predict, Decide, and Execute - involved in performing safe traffic related tasks, serve as references throughout this guide. Each unit of study is designed to improve learner capability in one or more of these functions.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(5).

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 25:1217 (July 1999).

Chapter 3. Format of Curriculum

§301. Goal of Driver Education

A. The goal of driver education is the training of traffic citizens who will be safe, efficient and skilled users of the highway transportation system. To achieve this goal we must provide the best instructional system utilizing existing resources and modern technology. The program of instruction provided in this guide is one that is relevant, measurable, and structured for effective learning.

B. When driver education is properly taught it promotes a reduction of accidents and fatalities on the highway. It also provides an excellent medium for the development of self-control and accurate thinking; and social responsibilities are more easily taught in connection with an activity that the student feels to be vitally significant. As such, educated drivers can become the best drivers on our highways.

C. The program of instruction outlined here for driver education reflects recent trends and developments in curriculum construction and traffic safety research. The basic approach follows the task analysis procedures that have been developed and utilized for describing and analyzing the individual's role in man-machine systems. By describing the human functions in relationship to their role in performing the driving task, emphasis is placed upon the behavioral processes. The content of the course, then, focuses on the processes, decisions, commitments and actions of drivers.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(5).

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 25:1217 (July 1999).

§303. Overview of Instructional Units

A. The suggested program of instruction is divided into ten classroom units and six laboratory units. These units should be considered as guides or blueprints from which to build a quality driver education program that meets the needs of each local system. The units provide adequate materials for the minimum program, and they can easily be expanded for the development of an optimum program.

B. Classroom unit one serves as an overview of the complete course by providing for a description of the highway transportation system and driving task requirements. Such an orientation not only provides a baseline or road map for future reference, but it can continue throughout the course. The student will get acquainted with

the purpose of the highway transportation system at large. He/she will also get some brief information on how the system malfunctions so he/she can better appreciate and, later, anticipate those disturbances and failures that are a part of the operational environment whenever he/she is a user of the system. In essence, the first unit tries to answer these questions:

1. Why am I here?
2. What can I hope to accomplish?
3. What will I be doing?

C. Classroom units two through six and all the laboratory units deal with the competencies or human performances required for becoming a proficient driver. It is in these units that the principles for sensory perception, judgmental abilities, and decision making are demonstrated and applied in realistic settings. Although these human functions or abilities are integrated into observable classes of behavior, there seems to be no doubt that errors or poor performance can occur at any point. Therefore, it is important to set up separate training programs and evaluative criteria for each definitive ability. For each of these abilities which must be practiced if proficiency is to be acquired, there is a body of knowledge that must be integrated for proper training to take place.

D. Other classroom units are concerned with driver condition and responsibilities. Drivers must be responsible if the highway transportation system is to be operated effectively. Responsible drivers must have a properly registered and mechanically safe vehicle. They must recognize the degree to which such factors as emotions, fatigue, drugs, and alcohol can affect their driving proficiencies. Once students have learned the role certain human functions have in driving, and the proficiency levels that must be obtained, then they are psychologically ready to study those factors which can impair their driving proficiency.

E. Dominant themes or strands of knowledge are established, expanded, reinforced, and applied throughout the units. The mental and social aspects of driving are introduced in the first unit and then become the rationale for introducing each subsequent unit. Other such themes are traffic regulations, vehicle performance requirements (space, time, and traction), and the common traffic situations. Provision is also made for that common thread of education which should run through all secondary school curricula *Cthe development of the ability to think*.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(5).

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 25:1217 (July 1999).

§305. Structure and Format of Units

A. The units are divided into two or more segments with the three major components needed to develop daily lesson plans provided for each of the segments. First, instructional objectives are stated in behavioral terms as derived from a task analysis approach. Then, a brief outline of subject

matter content is included. Finally, a few suggested learning activities are described. As such, each segment is a self-contained teaching-learning package.

B. Each unit also contains a Definition of Terms, and a brief discussion of the General Approaches to the Unit.

C. The general format used for each unit is as follows:

Title

Unit Title

A.

(Title of Segments)

B.

Rationale Statements

Unit Objective

A. (Segment Title)

Instructional Objectives

- 1.
- 2.

Content Outline

1.
 - a.
 - b.
- 2.
- 3.

Activities

- 1.
- 2.

B.

Definitions of Terms

General Approaches to Unit

Answer Key to Tests

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(5).

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 25:1218 (July 1999).

§307. Development of Lesson Plans

A. For the suggested units of instruction to be of value, an instructor should use them as a guide to develop meaningful daily lesson plans. Each segment of a unit lends itself to the development of one or more lessons. These lessons can then be combined in a way that is relevant to the local school situation. This flexibility should make it easy for each school to determine its own sequence and time allotments. They are also quite applicable to the laboratory

methods of instruction, be it single-car, simulation, or multiple-car range.

B. The starting point is the selection of an objective. The objectives provided were written so as to clarify the intent of instruction. They not only furnish guidance and motivation to both student and instructor, but they also become guides for selecting content and standards for evaluation. In some cases these objectives may need to be broken down into more specific subordinate objectives. If necessary, these and other enabling objectives can be formulated so that the instruction can begin with the entering capabilities of the students.

C. Once the lesson objectives are identified and defined, the content and definition of terms will need to be selected. In most cases the content provided will need to be expanded and reorganized. It is important to clearly identify all fundamental concepts and generalizations and skills that are basic to the required activities. An instructor should guard against including unnecessary content. The worst thing about a course loaded with unnecessary content is that such content gets in the way of the objective. When students have a difficult time telling what is relevant and irrelevant, they may try to learn everything and suffer from such overload.

D. A concept, such as *right-of-way* or *hazard*, is a relatively complete and meaningful idea in the mind of a person. Concepts are not facts. Facts may be used in teaching concepts, but it is possible to teach many facts without teaching a single concept. Simply teaching discrete facts and skills with little regard for their context in a broader structure makes it difficult for students to comprehend, remember, and apply the learnings.

E. A clear statement of a concept or principle to be acquired by students will save much lost motion in lesson planning and indicate a productive learning experience to be set up. In the *Process of Education*, by Bruner, four claims are made for teaching fundamental concepts, and principles.

These claims are:

1. Understanding fundamentals makes a subject more comprehensive. To understand something as a specific instance of a more general case is to have learned not only a specific thing, but also a model for understanding other things like it that one may encounter. Students learn best if they study meaningful material.

2. Unless detail is placed into a structured pattern, it is rapidly forgotten. Organizing facts in terms of principles and ideas from which they may be inferred is the only known way of reducing the quick rate of loss of human memory.

3. More adequate *transfer of training* can take place. The more a student learns fundamental principles and concepts and has opportunities to apply them, the greater will be the transfer of learning.

4. One is able to narrow the gap between *advanced* knowledge and *elementary* knowledge.

F. Perhaps the most important task of a teacher is the specification of student learning activities followed by guiding students through such experiences. Learning activities are explicit descriptions of what the student does to reach objectives. Essentially students learn through what they do rather than what is done to them. The more active the participation of the learner, the more effective the learning. Therefore, activities must be designed to involve the student in those performances required by the objective.

G. A number and variety of activities have been described for each segment of a unit. Because individuals are different, a variety of activities leading to the same objective should be included for each lesson. At least three or more diversified activities should be included for each objective. Of course, it is not intended that all activities be used in any one class. Grading or scoring of most activities should not be required by a teacher. However, some sort of feedback should be provided by other students, teachers, or a self-checking device.

H. The case history method for developing activities offers one of the best approaches to traffic safety problems. In dealing with other persons in real life situations, the student becomes involved. Students identify easily in such situations. Their intellectual curiosity impels them to stay with the problem until a solution is worked out.

I. Finally, unit tests will need to be developed to measure the effectiveness of the instruction and the extent to which students are achieving the objectives. Multiple choice tests have been provided for some of the unit segments.

J. Here are some principles that were used in the development of the unit materials and that are recommended as guides for the development of daily lesson plans.

1. Teachers get the best results when:

- a. the objective of instruction is learning by the student;
- b. experience is recognized as the key factor in learning;
- c. arranging of learning environments and providing guidance for learning are the major teacher tasks.

2. Students learn best if they:

- a. are actively involved;
- b. receive guidance and positive reinforcement;
- c. have a wide variety of experiences in rich and varied environments;
- d. have experiences which are organized around purposes they will accept;
- e. have opportunities to learn from each other.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(5).

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 25:1218 (July 1999).

Chapter 5. Administrative Policies

§501. Introduction

A. It is important that administrators and instructors are aware of the various state laws, State Board of Elementary and Secondary Education Policies, and Department of Education Policies governing driver education.

B. Strict adherence to these laws and policies by all persons connected with driver education will assure efficient operation of the program and will aid in the establishment and/or continuation of a quality program of driver education.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(5).

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 25:1219 (July 1999).

§503. Driver Education and Training Program for Children. R.S. 17:270

A. The State Board of Education and the State Department of Education shall establish and operate a driver education and training program in each parish of this state for children of secondary school age. The program shall consist of a course of not less than six hours of actual driving experience and thirty hours of classroom instruction. The aims and purposes of the driver education and training program shall be to educate drivers to be competent, to develop a knowledge of those provisions of the law of this state relating to the operation of motor vehicles, a proper acceptance of personal responsibility in traffic, a true appreciation of the causes, seriousness and consequences of traffic accidents, and to develop the knowledge, attitudes, habits and skills necessary for the safe operation of motor vehicles.

B. The State Board of Education shall prescribe such rules and regulations as are necessary and proper to provide for the conduct and operation of the driver education and training program. The State Board of Education shall approve operating procedures defining the conduct and scope of the use of driving simulators to be used in the program. In addition to and supplementary to all other powers authorized by law, the State Superintendent of Public Education is authorized to purchase for cash or by lease-purchase agreement all the necessary equipment, visual and training aids and devices, and all related materials required to conduct and operate the program.

C. The State Superintendent of Education shall account for all funds provided for and expended under authority of this action in a detailed statement submitted to the next regular session of the legislature, and annually thereafter.

D. The driver training program conducted by the State Department of Public Safety under the authority of R.S. 40:1461-40:1465 is hereby abolished and all driving simulators, necessary equipment, visual and training aids and devices and related materials used in such program shall be transferred to the State Board of Education and the State Department of Education. All funds appropriated to the State Department of Public Safety for the conduct of the driver

training program shall be transferred to the State Department of Education.

E. The State Board of Elementary and Secondary Education may establish a standard cost per student enrolled in driver education and training programs, based upon the annual cost of the driver education and training program and allocation of such cost on a pro rata basis among the students in the program. The board may require local education agencies to reimburse the Department of Education for the cost of such program based upon the number of students in the program in the local education agency and the standard cost per student.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(5).

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 25:1219 (July 1999).

§505. Driver Education and Training; Fees R.S.17:271.1

A. Notwithstanding any provision of law to the contrary, each city and parish school board, when sufficient funds are not provided by state or federal funding sources for drivers education and training programs, may authorize the conduct of such programs for secondary school students or adults at any school site within their jurisdiction on such a fee-paying basis as is necessary to cover the expenses associated with the conduct of such training, including the salary and benefits of an instructor. However, any funds generated through payment of such fees shall be used solely to support the cost of a driver's education program and may not be diverted to other purposes.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(5).

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 25:1220 (July 1999).

§507. Driver Education; Required. R.S.32:402.1

A. No application for a license for the operation of a motor vehicle shall be received from any person seventeen years or older making application for the first time unless there is also submitted with the application, on a form approved by the secretary of the Department of Public Safety and Corrections, written evidence of the successful completion by the applicant of:

1. A "driver education course." which shall include training of railroad and highway grade crossing safety, approved by the Department of Public Safety and Corrections or the Department of Education.

2. A "prelicensing training course" if a behind-the-wheel course is not completed. The prelicensing training course shall consist of a minimum of six hours of instruction in the National Safety Council's defensive driving course, Louisiana's traffic safety laws, and substance abuse education, or shall be an equivalent course approved and certified by the Department of Public Safety and Correction. The secretary of the Department of Public Safety and Corrections shall adopt rules relating to the "prelicensing training course." Oversight review of these rules shall be

conducted by the House and Senate Committees on Transportation, Highways and Public Works. The rules shall provide for:

- a. licensing of training agencies;
- b. course content and presentation;
- c. instructor qualifications and certification;
- d. classroom size and facilities;
- e. certificates of completion;
- f. required records and reporting;
- g. fees, which shall not exceed \$25 per student;
- h. penalties.

B. The provisions of this Section shall not apply to any person applying for a renewal license under the provisions of this Chapter or to any person living 25 miles or more distant from a location providing a "prelicensing training course."

C. Beginning one year after the appropriation of funds by the legislature to the State Department of Education for the implementation of a driver education and training program for all children of secondary school age in each parish of this state, and upon the certification by the state superintendent of public education to the secretary of public safety that such program is operating in each parish of this state, no application for the operation of a motor vehicle shall be received from a minor sixteen years of age or older unless there is also submitted with the application, on a form approved by the secretary of public safety, written evidence of the successful completion by the applicant of a "driver education course" approved by the Board of Elementary and Secondary Education or the Department of Public Safety and Corrections.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(5).

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 25:1220 (July 1999).

§509. Learner's License; School Instruction Permit; Special Restrictions on Motorcycles. R.S.32:422

A. Any person who is at least 17 years of age may apply to the department for a learner's license to drive motor vehicles or power cycles, provided such person has completed a driving course in accordance with R.S. 32:402.1. The department may, in its discretion, after the applicant has successfully passed all the parts of the examination, other than the driving test, issue to the applicant a learner's license at the regular fee of a Class "E" driver's license which shall entitle the applicant while having such license in his immediate possession to drive a motor vehicle upon public highways when accompanied by one licensed driver at least 21 years of age, or when accompanied by a parent or parents, and it shall be unlawful for any other person to accompany the beginner and licensed driver, except in the event the applicant is operating a motorcycle. Any person under the age of 17 who has a valid learner's license and is operating a motorcycle is restricted to a distance of three miles from the applicant's residence,

unless a parent, tutor, or other person having custody is temporarily staying or residing at another location, where the applicant would be restricted to within three miles of that location. Any person 17 years of age or older being issued a learner's license may apply for a regular class "E" license thirty days after the issuance of a learner's license, or at any time after the issuance of the learner's license provided the applicant provides proof that the applicant has completed an approved 36-hour driver education course, and there shall not be any additional fee for the regular license.

B. Any person who is at least 15 years of age may apply to the department for a school instruction permit if he is enrolled in a driver education course conducted by a person who meets certification requirements as established by the Board of Elementary and Secondary Education or the Department of Public Safety and Corrections for teachers of driver education and traffic safety. The department may, in its discretion, after the applicant has successfully passed all parts of the examination, other than the driving test, issue to the applicant a school instruction permit for which no fee shall be charged. Such school instruction permit shall be valid only during the period of such instruction, and when the person to whom the permit is issued is accompanied by the high school instructor of driver education and traffic safety. Such permit shall be in the possession of the instructor during the period of its validity and shall be presented at any time for examination, when so requested by any law enforcement officer. Upon completion of such course of instruction, it shall be the responsibility of the instructor, as directed by the department, to return for cancellation any and all permits which have been issued and are held by him. Effective January 1, 1998.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(5).

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 25:1220 (July 1999).

§511. SBESE Regulations Governing Driver Education

A. The Louisiana State Board of Elementary and Secondary Education (SBESE) has adopted the following policies and regulations concerning Driver Education.

1. SBESE establishes and prescribes the following minimum standards for use by the Louisiana State Department of Education in approving courses in Driver Education for secondary school children.

a. For any public or non-public regular day school, to receive approval of its course(s) in Driver Education and/or Training, the minimum standards listed below must be met.

b. All phases of the Driver Education and/or Training course(s) must be taught by a person who meets the current certification requirements as established by the SBESE for instructors of Driver Education and/or Training and who is currently certified by the Louisiana State Department of Education as an instructor of Driver Education and/or Training.

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c. The Driver Education and/or Training Course(s) must be comprised of classroom and laboratory instructional phases meeting the following standards.

i. Classroom Instruction. This phase of instruction:

(a). must be offered for a minimum of 30 clock hours (with no more than five clock hours of instruction to be given during any 24-hour period);

(b) must include areas of instruction currently prescribed by the Louisiana Department of Education; and

(c). must be taught in a Department approved school classroom suitable for the proper conduct of the class.

ii. Laboratory Instruction.

(a). This phase must utilize one of the options listed below:

(i). Option 1. In offering Laboratory Instruction under this option, a maximum of 12 clock hours of instruction in a state-approved driving simulator may be substituted for the first three hours of instruction in a dual-controlled automobile. The last three clock hours of instruction must take place in a dual-controlled automobile where the student is the actual operator of the automobile. After dusk and before dawn operator instruction in a vehicle shall not be given by the instructor.

(ii). Option 2. In offering Laboratory Instruction under this option, a minimum of six clock hours of instruction with the student as the operator of a dual-controlled automobile must be offered. After dusk and before dawn operator instruction in a vehicle shall not be given by the instructor.

(b). Either option must include areas of instruction currently prescribed by the Louisiana Department of Education.

(c). A student who has received the complete classroom instruction of Units II, IV, V and IX may begin the Laboratory phase of Driver Education. The suggested teaching time for each of these classroom units is three hours. No student shall be allowed to successfully complete and pass Driver Education without having received instruction in all of the classroom and laboratory units contained herein.

(d). At a minimum a student must be administered and pass written testing covering the above referenced units before being allowed to participate in the laboratory phase of the driver education course. See Chapter 7, §705-G

(e). No individual shall be positioned between the instructor and the student vehicle operator during operation of the driver education vehicle. It is recommended that in addition to the student vehicle operator and whenever possible a minimum of at least one other student should be in the vehicle as an observer during vehicle operation instruction.

d. Public and non-public secondary regular day schools are to grant one-half unit credit to students who satisfactorily complete the Classroom and Laboratory Phases of an approved course in Driver Education. Proprietary schools and commercial driving schools have not been designated the approved status required for the granting of Carnegie units.

e. At least annually and at more frequent intervals as deemed necessary by the Louisiana Department of Education, all public or non-public regular day schools, must apply on forms prescribed by the Louisiana Department of Education (either annual school report or summer school application), for approval of its course(s) in Driver Education and/or Training.

2. The above minimum standards would apply in connection with R.S. 32:402.1 relative to the initial issuance of a driver's license to those persons who have successfully completed an approved course of Driver Education and/or Training. In addition, these standards would apply to the possible reduction of automobile insurance premiums for those persons who successfully complete and approved Driver Education and/or Training program.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(5).

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 25:1221 (July 1999).

§513. Certification for Driver Education Teachers

A. Beginning with the 1997-1998 school year the following requirements and courses as approved by the SBESE apply to any teacher requesting certification in Driver and Traffic Safety Education. These requirements, as set forth in the Department's Bulletin No. 746, (Revised), Louisiana Standards for State Certification of School Personnel, are as follows:

1. a valid Louisiana teaching certificate;
2. a Louisiana driver's license;
3. a driving record clear of conviction of major accidents and/or repeated traffic violations;
4. specialized education:
 - a. General Safety EducationC3 hours
 - i. Basic safety information (home, school, traffic, community, and industrial safety) and general information on psychology of accident prevention.
 - b. Basic Information Course in Driver EducationC3 hours
 - i. Investigation of the problems facing drivers such as those of pedestrians, cycles, alcohol and drugs, traffic engineering problems, and study of the philosophy of Driver Education as it exists in our society.
 - c. Curriculum Innovations and Instructional DevicesC3 hours

i. In-depth study of Driver Education and traffic safety curricular materials and familiarization with related instructional devices.

d. First-AidC1 hour

i. Elementary and Secondary Education policy.

5. revocation upon being convicted of repeated traffic violations or any major crime or accident involved in or related to the operation of a motor vehicle.

NOTE: For additional information concerning the certification requirements listed above, contact the Division of Certification and Higher Education, State Department of Education.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(5).

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 25:1222 (July 1999).

§515. Plans for Utilizing Driver Simulators

A. In the practice driving phase, a maximum of 12 hours instruction in a state-approved simulator may be substituted for the first three hours instruction in an automobile in meeting the Driver Education practice driving requirement. Simulator practice driving time must be in a ratio of four to one; that is, four hours of simulator experience equals one hour of actual practice driving instruction in an automobile. Thus, the student is to spend 12 hours in a simulator and the last three hours in a dual-controlled automobile in meeting the practice driving requirements under this plan.

B. Academic Credit for Driver EducationCAt its meeting of July 31, 1965, the SBESE adopted the following policy regarding academic credit for satisfactory completion of both phases of Driver Education:

Upon satisfactory completion of both Phase A (Classroom) and Phase B (Laboratory) of an approved Driver Education program, the student is to be granted one-half unit credit.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(5).

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 25:1222 (July 1999).

§517. Louisiana Department of Education Regulations

A. Age-Grade Placement of Driver Education. Driver Education should be offered to students prior to their reaching the minimum legal age to obtain a regular Class "E" Driver's License. This procedure has been provided for by R.S. 32:422.

Any person who is at least 15 years of age may apply to the department for a school instruction permit if the student is enrolled in a Driver Education Course conducted by a person who meets certification requirements as established by the Louisiana SBESE for teachers of Driver Education and Traffic Safety.

B. Placing Driver Education at the ninth grade level has many advantages and values. From an administrative point of view it is easier, usually, to keep the various ninth grade sections together, which makes scheduling easier. Also, scheduling Driver Education at this age-grade level will present it before the pupil has had much, if any, driving

experience. Thus, many of the undesirable behavioral patterns and bad driving habits that might be developed in the next year or two can be avoided. Placing Driver Education at the ninth grade level also reaches the potential dropout, who needs such a subject for career oriented vocations.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(5).

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 25:1222 (July 1999).

§519. Scheduling Driver Education

A. In scheduling students for Driver Education, it must be kept in mind that all instruction must be completed within a 12-month period from date of enrollment. The classroom phase of Driver Education must be taught for a minimum of 30 clock hours to meet the minimum standards.

B. Various vehicle manufacturers have programs designed to either lease or loan eligible Driver Education vehicles through their dealerships or program headquarters. For information concerning this matter contact the appropriate dealership of choice.

C. Any vehicle utilized in a Department of Education approved Driver Education Course, regardless of its source, shall at a minimum meet all of the following specifications:

1. working heater and defroster;
2. dual floor brake controls;
3. current state inspection tag affixed to the automobile windshield;
4. current insurance coverage.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(5).

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 25:1222 (July 1999).

§521. Recommended Minimum Insurance Coverage for the Driver Education Automobile

A. In order for the automobile owner (i.e., dealer etc.), school board and instructor to be adequately protected in case of an accident, the following suggested minimum insurance protection is given:

Bodily Injury Liability	\$100,000 each person \$300,000 each accident
Property Damage Liability	\$100,000 each accident
Medical Payment	\$ 10,000 each person
Comprehensive	\$ 100 deductible
Collision or Upset	80% or \$250 deductible

B. In providing this insurance protection, it has been the policy for many years for the automobile owner to contract for the insurance protection with the agency of his/her choice. The automobile owner should also agree to endorse the policy or policies to cover the school board. The insurance company should furnish a certificate stipulating that the school board and the Driver Education teacher are covered, and that the teacher, while on duty, will be insured against any liability on account of negligence on the part of

the student being given instruction in the automobile. Provisions should be made to cover any student in the automobile.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(5).

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 25:1222 (July 1999).

§523. Restriction on Use of the Driver Education Automobile

A. Automobiles provided by dealers are to be used for Driver Education purposes only. Any other use is prohibited.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(5).

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 25:1223 (July 1999).

§525. Proper Identification of the Driver Education Automobile

A. All Driver Education vehicles should be so identified by the use of "Student Driver" or "Driver Education" decals. It is requested that no other form of identification be used. A decal should be placed on each side of the automobile and one should be placed on the rear of the automobile. These decals are available from various vendors and should be made of materials and adhesive that make removal of them possible.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(5).

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 25:1223 (July 1999).

§527. Records

A. Application and School Instruction Permit. DE 1821 (R10/95)

1. This form is a four-page snap set. Its primary purpose is to provide temporary licensing for unlicensed student drivers only. With the development of the four-page snap set, other purposes include providing evidence of completing Driver Education for the student and a complete record for the local school board office, and the local school. These records must be kept locally for at least ten years to comply with federal and state laws.

2. A complete discussion of the processing of this form may be found beginning with §705. Each appropriate administrator and Driver Education instructor must become familiar with these regulations. No exceptions are to be made to the regulations concerning the issuance of the Permits.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(5).

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 25:1223 (July 1999).

§529. Sources of Teaching Aids and Other Supplies

A. The following Driver Education materials are available from the Department of Education, Office of School and Community Support Services:

1. Application and School Instruction Permits (DE1821);

2. Administrative and Curriculum Guide (Bulletin 1179).

B. There are many materials, publications and videos available for use in Driver Education classes. These may be obtained from most of the major textbook publishers, automobile manufacturers and other companies interested in Safety and Driver Education. In addition, copies of the *Louisiana Driver's Guide* are available from the Department of Public Safety and Corrections, Office of Motor Vehicles.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(5).

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 25:1223 (July 1999).

Chapter 7. Regulations Governing the Issuance of the Application and School Instruction Permit

§701. Introduction

A. Every driver education instructor who offers on-street laboratory instruction as part of the driver education program shall become familiar with the contents of this portion of the curriculum guide and shall comply with the regulations set forth for this guidance.

B. It shall be the responsibility of every instructor to restrict laboratory (practice driving) instruction to those students for whom school instruction permits have been prepared in compliance with these regulations. This is with reference to Title 32, Section 422, of the Louisiana Revised Statutes specifically concerning school instruction permits, as follows.

1. Any person who is at least 15 years of age may apply to the department for a school instruction permit if he is enrolled in a driver education course conducted by a person who meets certification requirements as established by the Louisiana State Board of Elementary and Secondary Education for teachers of driver education and traffic safety. The department may, in its discretion, after the applicant has successfully passed all parts of the examination, other than the driving test, issue to the applicant a school instruction permit for which no fee shall be charged. Such school instruction permit shall be valid only during the period of such instruction, and when the person to whom the permit is issued is accompanied by the high school instructor of driver education and traffic safety. Such permit shall be in the possession of the instructor during the period of its validity; and, shall be presented at any time for examination when so requested by any law enforcement officer. Upon completion of such course of instruction, it shall be the responsibility of the instructor, as directed by the department, to return for cancellation any and all permits which have been issued and are held by him.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(5).

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 25:1223 (July 1999).

§703. The Application and School Instruction Permit

A. Application and School Instruction Permit(s) DE1821 (R10/95) are made available to local school board offices and approved nonpublic schools through the Department's Office of School and Community Support Services. Permits shall not be used in association with Driver Education courses either not listed on Department of Education "Annual School Reports" or "Approved Summer School Applications." Orders for permits should be submitted on school board or school stationary.

B. The permits which are printed with blue ink are serially numbered. Each school board office and individual Driver Education instructor shall be held accountable for their distribution. All unused or spoiled permits must be returned to the school principal or appropriate school board supervisor.

C. The permit which is to be issued only to unlicensed student drivers is a four sheet snap-set designed for the following uses or purposes.

1. The original copy which is printed on safety paper is to be given to the student upon satisfactory completion of the driver education course. The student is to present this sheet to the Driver's License Examiner upon application for a regular drivers license. It is to be given to the student only upon his/her satisfactory completion of the driver education course. Never release a blank permit to a student.

2. The student should also be given the second sheet along with the original in order that he/she can provide documentation of successful course completion to his/her insurance agent for possible insurance premium reduction.

3. The third sheet (pink copy) of the set is to be returned to the local school board office to be retained in their files for at least 10 years in order to comply with state and federal rulings on this subject.

4. The fourth sheet is to be retained for at least 10 years in the files of the local school where the course classroom sessions were presented.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(5).

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 25:1224 (July 1999).

§705. Procedures for Issuing Application and School Instruction Permits

A. Procedure for Completing Permit

1. Various portions of the application-permit shall be completed in the following order:

- a. information concerning *student's description and address* and questions of personal information on front of application;

- i. Student affixes signature and date classwork begins. (Refer to Section B.);

- b. completion of section captioned "To Be Used Only If Applicant Is A Minor." (Refer to Section C.);

- c. completion of sections concerned with:

- i. visual tests (Refer to Section D.);

- ii. hearing (Refer to Section E.);

- iii. physical condition (Refer to Section F.);

- d. indicate completion date (Refer to Section G.).

B. Student's Description and Address

1. The student is responsible for providing correct information in legible form on front of application by using a ball-point pen. Applications should be completed under supervision and with assistance of the instructor.

NOTE: Advise student that application becomes permanent record, therefore accuracy and neatness are essential.

2. The student's birthday must be carefully checked, since it is unlawful to issue a school instruction permit to anyone who has not reached his/her fifteenth birthday.

3. For color of eyes, describe as blue, brown, gray, hazel, or green. Do not use vague descriptions, such as *dark* or *light*. Do not abbreviate *blue* or *black*. Brown may be abbreviated *br*.

4. Check the height in feet and inches, and write down, as 5' 10" or 5 ft. 10 in. If applicant's statement does not seem reasonable, measure him.

5. All questions on the front of the applicant-permit must be answered truthfully and correctly by the student. The student should sign with usual signature, not necessarily his/her full name. This is for identification purposes. It must be written with a ball-point pen.

C. Minor Drivers

1. If the applicant is a minor it is mandatory that one parent sign the application in the presence of a notary public or a designated representative of the Driver's License Division, who in this case is the driver education instructor.

2. In case of a minor, if both parents are deceased, or have lost custody, the application must be signed by the applicant's legal guardian, if he/she has one. The instructor must require proof that the person is the legal guardian.

3. This section must be completed in its entirety before the instructor affixes his/her signature in the space directly below the section in question, and before the results of any tests are recorded on the application.

D. Visual Tests

1. Set-up of Chart

- a. The room where this test is given should be at least 20 feet long, well lighted, and large enough to facilitate proper examination procedures.

- b. Obtain a standard Snellen eye test chart. Place it in a position with light from the outside coming from behind, or from one side, of the applicant. Do not have any

natural or artificial light shining directly into the applicant's eyes.

c. Place the chart on the wall so that the middle of the chart is 3 to 4 feet above the floor.

d. Measure 20 feet from the chart and mark the exact distance on the floor using a line or thumb tack. Place a chair for the applicant to sit in so his eyes will be exactly 20 feet from the chart. Also, mark the 15-foot, 10-foot, and 5-foot lines.

2. Color Test

a. Ask the student to name the colors of the bars or spots on the chart. If the student correctly recognizes green and red, record the results in the appropriate space, opposite the word "Color" and proceed to the next step.

b. If the student definitely misses either, record the fact, then explain to the student how he/she can compensate for this color deficiency. Tell the student that he/she will have to exert extra precautions by observing the position of lights in traffic signals, and to observe flow of traffic at traffic-signal lights in unfamiliar localities. Do not fail the student for color blindness alone.

3. Acuity

a. If the student wears glasses or contact lenses, ask him/her to read, with both eyes open, each letter in the 20/20 line. If he/she does not miss over one or two, score him in the space provided as 20/20. If he/she cannot read the 20/20 line, go *up* to the next line (20/40) and so on until you have found the lowest line he/she can read correctly; record the score on this line. The student should not miss over one-fourth of the letters on any line.

b. Repeat test with right eye except that you have the student read from left to right. Repeat with left eye from right to left.

c. Next, ask student to remove the glasses or contact lenses and allow sufficient time for visual adjustment due to lack of glasses or contact lenses. If glasses or contact lenses are worn, test must be given without glasses or contact lenses as was used with glasses or contact lenses. If student cannot see well enough without glasses or contact lenses to meet the state's requirements for unrestricted license, explain to him that he must wear glasses or contact lenses at all times and note under remarks, "Restricted to glasses or contact lenses."

d. If the student cannot meet the minimum standards with glasses or contact lenses, the examination must be discontinued at this point. The student should be advised of your findings in such a manner that he/she will appreciate it and at the same time will be able to explain to his/her parents the need for further examination by an eye specialist. Do not recommend any specific oculist or optometrist; simply advise the student that he/she should see an eye specialist of his/her own choice. After the examination, treatment, or fitting of glasses or contact lenses, re-examine the student and proceed with test. Attach any statement from eye specialist to the student's application.

4. Acuity Standards

a. The following acuity standards have been established by the State Department of Public Safety, Drivers= License Division and must be complied with, without exception.

i. Without glasses, applicant must identify 20/40 or better in each eye to pass. With glasses, applicant must identify 20/40 or better in each eye to pass. (Restricted to glasses) Blind in one eye, without glasses, applicant must identify 20/40 or better to pass. Blind in one eye, with glasses, applicant must identify 20/40 or better to pass. (Restricted to glasses).

ii. An applicant failing to pass is referred for professional visual care. After he/she has received attention, he/she may again apply for a school instruction permit.

iii. Students who are blind in one eye should be thoroughly instructed as to the nature of their handicap and given every assistance necessary for proper means of compensation.

iv. One-Eyed Applicants. This group may include cross-eyed individuals and those with one impaired eye which for any reason cannot be made to meet the minimum requirements. A statement from an eye specialist to this effect would place the student in the category of blind in one eye, and he should receive the same consideration, including thorough education to his handicap.

v. If a student fails to meet the minimum requirements after professional care and after presenting a certificate from the eye specialist, full information concerning the individual case should be forwarded by the instructor to the Chief of Safety Education, State Department of Education. This information will be forwarded to the Driver's License Division in order that a ruling may be secured. The instructor will be advised of the decision.

E. Hearing

1. At some point in testing, give the student instructions in a clear, ordinary tone of voice. If he hears you and follows instructions, check his hearing as good. If he asks you to repeat, he may have some hearing difficulty. Check such cases carefully. Stress the use of the outside rearview mirror and hearing aids. (Since deaf students will usually be instructed by special instructors, detailed instructions will not be given in this section on hearing.)

F. Physical Condition

1. Generally speaking, the instructor will have had an opportunity to observe the manner in which a student moves and will recognize any physical abnormalities such as stiffness of joints and difficulty of locomotion. Unless the student has a missing limb, or displays any difficulty which may make operation of motor vehicle unsafe, check space, *None Noted*.

2. If student presents any noticeable abnormality, especially missing members, use of crutches, or braces, a

ruling should be obtained from the Driver's License Division on each individual case.

G Test Scores

1. No student shall successfully complete a driver education course without first having been administered and passed both written knowledge and laboratory tests. The course instructor or appropriate system supervisor may design these tests. The written knowledge test should be based on information contained in this publication and the Louisiana Driver's Guide. Copies of the guide should be made available to the students at the beginning of the course.

a. Knowledge Test. If multiple written knowledge tests are administered to a student an average score of 75 must be obtained by the student to qualify for laboratory instruction. If the instructor elects to administer only a final written knowledge test the student must score no less than 75 percent correct to qualify for laboratory instruction. No student may participate in the laboratory phase of driver education without first having been instructed and tested on units II, IV, V and IX.

b. Laboratory Test. A student must obtain an average score of 75 if multiple driving tests are administered or a score of no less than 75 percent correct if only a final driving test is administered.

2. A student's overall test score (grade) shall be determined by averaging the final scores of the written knowledge test and the laboratory test. This overall score shall be placed on the student's Application and School Instruction Permit; (DE1821) in the box labeled test score. Do not put a letter grade in the permit test score box. However, the student's overall score may be converted into a letter grade for transcript purposes.

H. Completion of Application-Permit

1. If a student satisfactorily completes the aforementioned test(s) and all necessary information has been supplied, the instructor shall, on the day the student actually completes driving, place the completion date in the "laboratory completion" space provided on the permit. The instructor shall indicate in the session space the calendar school year in which the student actually completes the driver education program. At this time the instructor shall also provide the appropriate information requested in the "student successfully completed" space.

2. Local education agencies (LEA's) and approved nonpublic schools offering Driver Education shall assign all appointed Driver Education instructors a number for identification purposes. Usually such numbers are assigned by the appropriate LEA supervisor or if applicable, a nonpublic school principal. These numbers are to be kept on record at the LEA or nonpublic school for a period of at least 10 years. It is the responsibility of the instructor to obtain the identification number before he/she begins teaching Driver Education for a particular LEA or nonpublic school. This identification number shall be preceded by the six digit site code number of the school where the instructor taught the

listed student the classroom sessions of the course indicated on the permit.

I. Students Possessing Drivers' Licenses

1. In a case where a student has already been issued a Louisiana Driver's License by the State Department of Public Safety, Driver's License Division, no instruction permit is necessary and shall not be issued. The instructor shall verify that such students have a valid license.

J. Custody of Instruction Permits

1. Instructors who are issued a supply of the Application and School Instruction Permit(s) are held responsible for their safe keeping. The instructor shall keep the student's Application and School Instruction Permit in his/her possession at all times when providing on-street laboratory instruction. He/she shall present for inspection the application permit for the student who is at the wheel when requested by any state or local law enforcement officer. Permits shall not be in the custody of students during the course; they are to be held by the instructor and for use only when accompanied by an instructor so authorized by the State Department of Education. Appropriate copies of the permit are given to those students successfully completing the course. See §703.

K. Period of Validity

1. Disposition of "Application and School Instruction Permit"CSchool Instruction Permits are valid as long as the student continues laboratory (practice driving) instruction, without prolonged interruption, under the instructor issuing permit.

2. Permit shall be considered as having expired under the following conditions:

a. when the required minimum number of hours of laboratory (six clock hours or the equivalent) instruction has been successfully completed by the student; or

b. when laboratory instruction is discontinued due to the close of the school session except in such case where the student will continue instruction during the summer; or

c. when the student has acquired a Learning Permit or a regular driver's license from the Louisiana Department of Public Safety, Office of Motor Vehicles. The Application and School Instruction Permit shall be marked void by the instructor;

d. when the student is removed from the school's roll or is removed from the Driver Education program. The Application and School Instruction Permit will be marked void by the instructor.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(5).

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 25:1224 (July 1999).

Chapter 9. Classroom Unit IC Nature of Driving in the Highway Transportation System (HTS)

§901. Introduction

A. The HTS is an integral part of our American way of life. This vital and complex system is comprised of many elements and is increasing in size and importance constantly. The many interactions of its three major elements result in a large number of diverse traffic situations and problems. Driving in this system is one of the more hazardous daily activities for most persons.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(5).

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 25:1226 (July 1999).

§903. Unit Objective

A. Describe the general nature of the driving task in our complex highway transportation system, while recognizing the importance and seriousness of the highway safety problem.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(5).

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 25:1226 (July 1999).

§905. The HTS and the American Way of Life

A. Instructional Objectives

1. Students can describe the functions of the HTS in the American social and economic structure.

2. Students can identify at least five reasons why the American life-styles are so dependent upon safe use of the HTS.

3. Students can list at least four reasons why the safe and efficient operation of HTS is so important to the economy of the United States.

B. Content Outline

1. Nature and Purpose of HTS

- a. Make-up of system.
- b. Components and elements of HTS.
- c. Safe and efficient movement of goods and people.

2. Importance to Our Way of Life

- a. Personal and individual transportation.
- b. Freedom to come and go.
- c. Education and job opportunities.
- d. Social and recreational activities.

3. Contributions to Our Economy

- a. Manufacture and repair of motor vehicles.

- b. Building and maintenance of highways.
- c. Motor truck as main carrier of goods.
- d. Gasoline and tire industries.
- e. Travel and recreation business.

C. Suggested Activities

1. Select students to discuss the advantages and disadvantages of our present HTS with classmates and/or parents. Students may be assigned to write several reasons why they should learn to use such a system safely and efficiently.

2. Ask students to conduct a survey within the community to determine:

- a. which industries and businesses are dependent on the motor vehicle;
- b. how many parents make their living directly or indirectly with motor vehicles;
- c. how the older people of the community describe their way of life prior to the popularity of the motor car;
- d. which kind of activities families participate in that could not be done without family cars.

3. Ask students to list the reasons why the HTS is important to our present way of living, and the economy of our country.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(5).

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 25:1226 (July 1999).

§907. Our Complex Highway Transportation System

A. Instructional Objectives

1. Students can list at least five examples for each of the major HTS elements.

2. Students can identify various types of highways depicted in pictured or diagramed HTS displays.

3. Students can state at least three factors contributing to the complexity of the HTS.

4. Students can explain why driving is one of the most hazardous daily activities.

B. Content Outline

1. Make-Up of a Complex System

- a. Number and variety of elements.
- b. Continuous interaction of elements.
- c. Need for regulations and control.

2. Number and Variety of Traffic Units

- a. Kinds of vehicles and their condition.
- b. Characteristics of drivers.
- c. Pedestrians and animals.

- d. Traffic volumes and congestion.
- 3. Number and Variety of Highways
 - a. Design features.
 - b. Conditions and maintenance.
 - c. Environmental settings.
- 4. Number and Variety of Traffic Controls
 - a. Signs and signals.
 - b. Roadway markings.
 - c. Written laws.
- 5. Driving as a Hazardous Activity
 - a. Failures of vehicles, highways, and drivers.
 - b. Social and economic consequences or failures.
 - c. Causes of collisions.
 - d. Need for systematic learning experiences.
- C. Suggested Activities
 1. Recommend that students watch television action shows and identify examples of various HTS elements. List and discuss these findings.
 2. Assign students to observe various types of traffic situations from the viewpoint of the pedestrian. From the situations observed, three complex situations will be selected and the students will:
 - a. diagram the situation;
 - b. describe how the elements interact;
 - c. explain why they considered the situation complex.
 3. Ask students to complete the "Identification of HTS Elements." Have them use four or more items from the list and describe how they may interact to create a complex traffic situation. Describe at least three situations in this manner.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(5).

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 25:1227 (July 1999).

§909. The Requirements of Driving

- A. Instructional Objectives
 1. The students can describe the kind of activities a driver must perform before a trip, during a trip, and after a trip.
 2. The students can identify the physical, mental, and social requirements for driving an automobile.
- B. Content Outline
 1. Physical Requirements of Driving
 - a. Adjustment of various devices.

- b. Operation of vehicle controls.
- c. Sensing vehicle movements and feedbacks.
- 2. Mental Requirements
 - a. Knowledge of various procedures, concepts, principles, and regulations.
 - b. Observation and identification of system events.
 - c. Evaluation of roadway conditions and other user actions.
 - d. Choosing the best pathway and speed.
 - e. Selecting what, when, and where to take control actions.
- 3. Social Requirements
 - a. Responsibility for being qualified and properly licensed to operate a motor vehicle.
 - b. Selection and maintenance of safe motor vehicle.
 - c. Financial responsibility for damage to others.
 - d. Willingness to observe traffic laws and regulations.
 - e. Cooperation and communication with other users.
 - f. Support for adequate laws and their enforcement.
 - g. Refusal to drive when temporarily unfit.

C. Suggested Activities

1. Assign students to ride with a licensed driver and do a job analysis. Have students list and classify into meaningful groups the actions taken by the driver before, during, and after the trip. From this list, the student will identify the kinds of knowledge and abilities the driver used for each group of activities. Allow students to work together and compare lists.
2. Select five or more pictures or slides of driving scenes for students to examine carefully. For each scene, list the traffic events, roadway conditions, vehicle control factors, and driving choices. Based on this information, ask for descriptions (written or oral) of what each student perceives to be involved in each of the driving scenes.
3. Ask students to select a sport and a job. Have them compare the knowledge and skills required with those required of a driver.
4. Ask students to give reasons for and against the statement, "competent driving is largely a matter of making wise decisions." Have them explain in writing why or why not driving should be considered as primarily a mental and social task.

D. Definition of Terms

Bicycle Every device propelled by human power upon which any person may ride, having two tandem wheels either of which is more than 16 inches in diameter.

Controlled-Access Highway Every highway, street or roadway in respect to which owners or occupants of abutting lands and other persons have no legal right of access to or from the same except at such points only and in such manner as may be determined by the public agency having authority over such highway, street or roadway.

Driver Every person who drives or is in actual physical control of a vehicle.

Highway or Street Consists of the entire width between boundary lines of every way that is maintained by our government agencies and open to vehicles for public use. The roadways, shoulders, and ditches or curbs are parts of the highways.

Highway Setting The actual location or physical surroundings of the street or highway such as rural, urban, business district, and residential area.

Highway Transportation System (HTS) A complex system consisting of numerous man-machine combinations with a variety of goals that use a rather uniform communication network and operate in a variety of regulated environments.

HTS Elements A basic part or component of the HTS such as highway, motor vehicle, traffic control, or pedestrian.

HTS Event An occurrence or happening that takes place in the HTS and has to do with the condition, status, or activity of one or more HTS elements.

Motor Vehicle Every vehicle which is self-propelled and every vehicle which is propelled by electric power obtained from overhead trolley wires, but not operated upon rails.

Roadway That part of a highway which has been improved or paved for use by vehicles and does not include the shoulders.

System An assembly of elements that carry out a desired function by the interdependent operation of the component parts.

Traffic Consists of pedestrians, ridden or herded animals, vehicles, streetcars and other conveyances either singly or together while using any highways for purposes of travel.

Traffic Controls All signs, signals, roadway markings and other devices placed on or along the highway by a public official to regulate, warn, or guide traffic. Traffic laws and regulations are also included even though no special control devices are present.

Traffic Unit Any pedestrian, vehicle (with or without driver), bicycle with rider, and ridden or herded animals.

Vehicle Every device in, upon or by which any person or property is or may be transported or drawn upon a highway except devices moved by human power or used exclusively upon stationary rails or tracks.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(5).

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 25:1227 (July 1999).

§911. General Approaches for Unit I

A. The purpose of this unit is to help provide answers to the questions.

1. Why driver education?

2. Is the problem of using the HTS safely and efficiently important to me, others, and to our society in general?

3. Is driving all so difficult, and why?

B. Certainly the actual operation of a modern car is not difficult. Driving is a mental and social task worthy of schooling only as it relates to the complexity and importance of the system in which it takes place. The difficulty of the driving task is primarily in direct proportion to the complexity of the environment.

C. The unit provides for an introduction and orientation to the course. Students can be assigned activities though much of the first two class periods may be devoted to administrative details and course requirements.

D. The concept of HTS complexity sets the stage for defining the driver tasks which in turn sets the relational for the program of instruction. Once a student gets an idea of the various parts of the HTS and their functions, he can appreciate the system and the need for the various competencies he will be asked to develop to rather high proficiency levels.

E. It is important that course requirements be understood thoroughly. Students must realize right away that they will be held responsible for independent study outside of class. A major challenge to the use of independent study materials is motivating the student to use them. Of course, the student's interest in driving will be applied to independent study only if the teacher requires it, attaches importance to it, and expresses enthusiasm for it. Should the teacher permit students to enter laboratory instruction without adequate preparation, or should the necessary information be provided in class time, the incentives for independent study will be lost.

F. Transparencies and other media may be used in the classroom for stimulating interactions among students and between students and teachers. The classroom should be used basically for students to recall and apply information they have acquired through independent study if it proves helpful.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(5).

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 25:1228 (July 1999).

Chapter 13. Classroom Unit

III Traffic Law Observance and Enforcement

§1301. Introduction

A. As HTS users, we quite rightly should demand the security and convenience that go with safety and orderliness on our highways. But without good traffic laws and their enforcement, the safe and efficient movement of traffic on our highways would not be possible. In a democratic society, people must want to obey the laws they help make. Therefore, the observance and enforcement of traffic laws are dependent upon public understanding and support. Traffic laws are of little value if they are not understood and voluntarily followed.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(5).

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 25:1231 (July 1999).

§1303. Unit Objective

A. To determine a person's shared legal and moral responsibilities when using the HTS. Recognition and support of the need for a system of just traffic law enforcement.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(5).

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 25:1232 (July 1999).

§1305. Nature of Traffic Laws and Enforcement

A. Instructional Objectives

1. Students can identify the type of crime or civil offense committed. They can state the reasons for having traffic laws and their enforcement for given traffic law violations.

B. Content Outline

1. Nature and Importance of Traffic Laws

a. Concepts of rights and privileges, freedom and responsibilities, reasonable and prudent driving, legal and moral responsibilities.

b. Orderly flow of traffic and prevention of collisions:

- i. provide rules for driving behavior;
- ii. help drivers predict what others will do;
- iii. set acceptable standards to follow.

c. Authority of state and local governments:

- i. regulations enacted by legislature;
- ii. result of experience and research;
- iii. based on beliefs and standards of a majority of citizens;
- iv. guide to police and courts.

2. Types of Laws

a. Tort. A civil wrong for which the injured party is entitled to compensation. After a collision, the injured party (plaintiff) sues the other person (referred to as defendant).

b. Crime. Offenses or wrongful acts against the state. A criminal case involves a suit between the state (the people) and an individual who has been charged with a violation of a law.

c. Felony. A grave or serious crime such as murder, manslaughter, burglary, arson, and forgery. Persons convicted of a felony lose their citizenship and may be sent to a state prison for one year or more. Auto theft is a felony.

d. Misdemeanor. A minor crime such as disturbing the peace, illegal weighing of goods, theft, and most traffic law violations. Most punishment is by fine. Jail sentences are less than one year and for some place other than a state prison.

3. Seriousness of Traffic Law Violations

- a. Reckless homicide.
- b. Reckless driving.
- c. Driving under the influence of alcohol or drugs.
- d. Driving without a license.
- e. Parties to a crime.

4. Problems of Obedience and Enforcement

- a. Purposes of enforcement:
 - i. encourage accepted behavior;
 - ii. create voluntary compliance;
 - iii. deter from future violations;
 - iv. punish those who violate laws;
 - v. prevent collisions.
- b. Reasons for obeying laws.
- c. Reasons for violating laws.

C. Suggested Activities

1. Have students look up the terms tort, crime, felony, and misdemeanor. Write and explain the difference between these concepts. Give reasons for and against traffic laws being classed as crimes.

2. Survey of parents and friends as to their views toward traffic laws and the need for strict enforcement. Discuss how laws can be protective as well as restrictive and which is most important for traffic laws.

3. Discuss the pros and cons of the following statements.

a. Legal authorization to drive a vehicle is a privilege, not a right.

b. In most vehicle collisions, we can expect that a traffic law was violated.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(5).

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 25:1232 (July 1999).

§1307. Traffic Law Enforcement by Police

A. Instructional Objectives

1. Students can identify and discuss the law violation actions a law enforcement officer should take for different traffic law violations.

B. Content Outline

1. Role of Police in Traffic Law Enforcement

- a. Authority to stop cars:
 - i. reason to believe law violated;
 - ii. check auto registration or operator's license;
 - iii. check for defective equipment.
- b. Detection and identification:
 - i. observes law violation;
 - ii. has warrant when not observed;
 - iii. identifies self.
- c. Apprehension and arrest:
 - i. explains violation;
 - ii. physical touching or control;
 - iii. submission of person.
- d. Other duties:
 - i. direct traffic and give information;
 - ii. investigate collisions;.
 - iii. aid in prosecution;
 - iv. collect and analyze records.

2. Citizen Rights If Arrested

- a. Right to be taken before judge without undue delay.
- b. Right to counsel, especially during questioning.
- c. Right to be informed of charges.
- d. Right to remain silent.
- e. Right to be warned that anything said by person can be used against that person.

3. Law Enforcement Actions

- a. Warnings. verbal or written statements about driver's behavior for education purposes.
- b. Citation (traffic ticket). a summons to appear in court. to assure appearance, the driver must post bail by:
 - i. giving up driver's license;
 - ii. cash at nearest police station;

- iii. bond issued by an approved agency.

c. Arrest. involves taking the person to nearest police station where confinement takes place unless bail is granted.

4. Citizen Responses to Enforcement Action

- a. Undesirable actions make situation worse.
- b. Save defenses for court.
- c. Request information as to choices that are available.

5. Effectiveness of Law Enforcement Actions

- a. Law enforcement officers represent and serve citizens.
- b. Authority and power dependent upon public support and understanding.
- c. Expectations of well-trained law enforcement officers.
- d. Problem situations.

C. Suggested Activities

1. Discuss the difference between warnings, citations, and arrests. Prepare a list of traffic law violations and have students indicate what actions they would recommend that a law enforcement officer may take.

2. Prepare a list of reasons why law enforcement officers should strictly enforce traffic laws. Have students indicate whether they agree or disagree. Summarize and discuss.

3. Invite a law enforcement officer to your class for a discussion of traffic law enforcement problems and experiences. Have the officer describe the various standard procedures followed when making arrests or taking other actions.

4. Conduct *role play* exercises for:

- a. an arrest;
- b. a warning; and
- c. a citation.

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§1309. Traffic Law Enforcement by Courts

A. Instructional Objectives

1. Students can identify and discuss the actions of court officials in cases involving violations of traffic laws.

B. Content Outline

1. Basic Rights of Citizens in Courts

- a. To plead guilty.
- b. To a jury trial.

- c. To ask the judge to explain charge.
- d. To act as one's own attorney (not advised).
- e. To make a statement of circumstances after pleading guilty.
- f. To force or compel witnesses to appear in court.
- g. To a reasonable amount of time to prepare a defense.

2. Role of Courts in Traffic Law Enforcement

- a. Prosecution. Evidence gathered and presented by state's attorney.
- b. Adjudication. Determination of guilt or innocence.
- c. Penalization. Taking of corrective action.

3. Court Situations for Handling Traffic Cases

- a. Traffic Violations Bureau. For persons who plead guilty and do not wish a hearing. A schedule of standard fines are set up for the less serious violations.
- b. Justice of the Peace. A simple hearing before a justice (usually elected, with or without legal training). Without a jury or attorney the justice collects money and keeps own records.
- c. Magistrate Without a Jury. A formal courtroom setting with a prosecuting attorney and defense counsel.
- d. Jury Trials. A large courtroom equipped with witness stand, jury box and seats for spectators. A court reporter makes a permanent record of what is said and done. There are usually several witnesses who are examined and cross examined.

4. Problems and Applications

- a. Educational versus punitive measures:
 - i. driver improvement schools;
 - ii. rehabilitation clinics.
- b. Plea bargaining and out of court settlements.
- c. Loss of driving privileges:
 - i. suspensions;
 - ii. revocations;
 - iii. cancellations.
- d. Mandatory jail sentences and probation.
- e. Chemical tests and drinking-driving conviction problems.

C. Suggested Activities

- 1. Students are to identify the duties of these officials or persons:
 - a. state's attorney;
 - b. judge or magistrate;

- c. defendant;
- d. plaintiff;
- e. witness;
- f. jury.

2. Define the terms acquittal, bail, complaint, conviction, forfeiture, plea bargaining, probation, sentence, subpoena, summons, suspended sentence, and warrant. Give examples and discuss definitions of the above terms with classmates.

3. Ask students to collect descriptions of traffic law violations and accidents reported in the paper. Have them decide how the court should handle such judgments. Make comparisons with the final dispositions of cases.

4. Provide separate lists of traffic law violations and penalties for convictions of traffic offenses. Have students to match the penalty with correct violation. Discuss the consequences of these convictions.

D. Definition of Terms

AcquittalCa judgment, issued by courts, declaring a person innocent of legal charges.

ArrestCthe act of taking a person into custody for the purpose of holding him to answer a charge.

BailCa sum of money deposited with the court to guarantee a person will appear in court at the set time and date.

Breath TestCa chemical test to measure the percentage of alcohol in a person's blood.

CancellationCthe termination of a driver's license because the person is no longer eligible. The application for a new license may be made at any time after such cancellation.

CitationCa traffic ticket which is a summons to appear before a court of law at a certain time to determine the guilt or innocence of the person charged with violating a traffic law.

ComplaintCan official paper which charges a person with some offense.

ConvictionCthe finding by the court that a person is guilty of violating a law as charged.

CrimeCa violation of laws of the state.

CustodyCthe physical control over a person.

DefendantCa person charged or accused of committing a wrongful act or offense.

FelonyCa major crime for which a person can be sentenced to a state prison for one or more years.

ForfeitureCprocedure which allows the court to keep the bail instead of appearing in court.

Hit and Run DrivingCthe intentional failure of the driver of a vehicle involved in or causing any accident, to

stop such vehicle at the scene of the accident, to give his identity and to render reasonable aid.

MagistrateCa judge limited to cases that involve small sums.

MisdemeanorCa minor crime for which a person cannot be sentenced to more than twelve months or held in a state prison.

Parties to CrimeEvery person who commits, attempts to commit, conspires to commit, or aids, or abets in the commission of any act declared to be a crime, whether individually or in connection with one or more other persons or as principal, agent, or accessory, shall be guilty of such offense, and every person who falsely, fraudulently, forcibly, or willfully induces, coerces, requires, permits, or directs another to violate any such provision of this act is likewise guilty of such offense.

PlaintiffCa person who charges another person with the violation of one's civil rights.

ProbationCthe procedure whereby the judge releases the convicted person into the custody of a probation officer.

ProsecutorCan attorney or lawyer who is an official of the court. Such an attorney represents the state and presents the facts to the judge relating to offense.

Reckless HomicideCthe operation of any motor vehicle, aircraft, vessel, or other means of conveyance in a criminally negligent or reckless manner.

RevocationCthe termination of a driver's license by the Secretary of State due to certain traffic law violations. The person must wait at least one year after date of revocation before becoming eligible to apply for a new license.

SentenceCthe punishment ordered by the court for a violation of a law.

SubpoenaCan official order to a witness to appear in court and testify.

SummonsCa written notice or request for a person (defendant) to appear in court to answer to a charge of a law violation. The order is for a specific time.

Suspended SentenceCa sentence that is not put into effect if certain conditions are met.

SuspensionCthe temporary withdrawal of a person's privilege to drive for a specific period of time. The license will be returned by the Secretary of State at end of period.

WarrantCa legal order issued by a judge which commands a police officer to arrest a certain person on a specified complaint.

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HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 25:1233 (July 1999).

§1311. General Approaches for Unit III

A. The general approach is through the use of situational case studies. Situations are provided in which drivers come

in contact with public officials who have duties relating to licensing, enforcement, and legislation. Students are asked to assume roles of police officers, judges, and other law enforcement officials. In this way they learn the requirements of the laws as well as the problems of legislation and enforcement. Hopefully, students will gain a better understanding and respect for the operation of our judicial, legislative, and executive branches of government.

B. The case studies can be utilized for demonstration and small group discussion purposes. They can be assigned as homework or self-testing exercises. Teachers and students can add to these with those described in local newspapers or from personal experience. Teachers should become well acquainted with judges and police officers.

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Chapter 15. Classroom Unit IVCMotor Vehicle Capabilities and Limitations

§1501. Introduction

A. What can a motor vehicle do or not in a given situation? In a complex HTS, drivers are constantly faced with such a problem. The more drivers know about a car's maneuvering and performance capabilities, the better they can handle emergencies. Drivers will also be better prepared to predict the probable actions of other drivers.

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§1503. Unit Objective

A. Identify the capabilities and limitations of motor vehicles under various conditions that are found in the HTS. Compare the range of performance and control capabilities of the different types of motor vehicles used in the HTS.

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§1505. Basic Performance Capabilities

A. Instructional Objectives

1. Students can explain why the control of motor vehicles requires space, traction, and time.

2. The students can estimate a car's acceleration and speed capabilities in terms of space and time for given situations.

3. The students can estimate a car's directional control and cornering capabilities in terms of space and time.

4. The students can estimate the deceleration and braking capabilities in terms of space and time.

5. The student can predict loss of traction and control, for given situations.

B. Content Outline

1. Role of Traction in Vehicle Movement and Control
 - a. Nature and importance of traction.
 - b. Tire adhesion and *foot prints*.
 - c. Effect of sliding and spinning wheels on traction.
 - d. Measurement of friction.
 2. Role of Space and Time in Vehicle Performance
 - a. Space for movement and maneuvers.
 - b. Time for acceleration, deceleration, and vehicle control responses.
 3. Acceleration and Speed
 - a. Static and dynamic acceleration concepts.
 - b. Effect on handling characteristics.
 - c. Techniques for increased power and acceleration.
 - d. How to estimate time and speed, requirement for crossing and joining at various intersections.
 - e. Acceleration and passing capabilities according to the owner's manual.
 4. Directional Control and Cornering
 - a. Concepts of directional control, steering response, and cornering.
 - b. Oversteering and understeering tendencies of vehicles.
 - c. Time and space requirements for cornering and lane changing.
 - d. Tracking during cornering in relation to degree of steering actions.
 - e. Vehicle body overhang and space requirements;
 - f. *Road feel* or feedback phenomena for power and standard steering systems.
 5. Deceleration and Braking
 - a. Concepts of deceleration, downshifting, weight transfer, locked wheels stops, engine drag, braking distance, reaction time, distance, and sight distance.
 - b. Comparison of antilock braking system (abs), power brakes and standard actions.
 - c. Various types of braking actions.
 - d. Time-distance stopping zones for various speeds and road conditions.
 - e. How to establish the two second and four second stopping zones.
- #### C. Suggested Activities

1. Develop a list of questions related to concepts and principles. Have students use dictionary, encyclopedia, and texts to find and write answers in a notebook.

2. Prepare transparencies illustrating the various concepts and rules. Discuss these rules and ideas related to each of the vehicle performance capabilities. Ask students to give examples of each.

3. Prepare a list or set of diagrams of various roadway situations. Have students make drawings of the proper pathway a car should follow when completing prescribed maneuvers. Have tire tracks shown.

4. Have students develop or complete a time-distance stopping zone chart for various speed. Require students to make own computations.

5. Make a list of vehicle performance capabilities that can be found in car owner manuals. Have students use the list to collect data on their family or friend's car. Compare and discuss the results.

6. Prepare an instruction sheet for a speed survey. Assign students to make a survey of car speeds along given stretches of roadway. Have students try to estimate speed and then check on these estimates. Make a summary of results.

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§1507. Factors and Forces That Affect Vehicle Control Capabilities

A. Instructional Objectives

1. The students can identify factors and forces that could have an adverse effect on an automobile's performance capabilities in given HTS situations.
2. The students can predict the probably effect on the automobile performance capabilities and control for different factors and forces.
3. The students can identify the proper driver actions for preventing any adverse effects and forces from loss of control.

B. Content Outline

1. Roadway conditions that affect vehicle performance capabilities:
 - a. design features such as flat, crowned and banked surfaces, and various curbsings;
 - b. areas of reduced space such as obstructed lanes, merging lanes or vehicles;
 - c. types of roadway substance such as brick, blacktop, and gravel;
 - d. presence of surface materials such as oil, water, leaves, gravel, ice and snow;

e. surface conditions and obstacles such as chuckholes, manhole covers, railroad tracks and bumps.

2. Vehicle conditions that affect vehicle performance capabilities:

- a. tire type, tread wear, and inflation;
- b. front wheel alignment and suspension system;
- c. type of brakes and their adjustment;
- d. gear ratio and transmission maintenance;
- e. size and proper functioning of engine;
- f. weight and center of gravity;
- g. amount and distribution of loads;
- h. car overloaded with power accessories or equipment.

3. Driver actions that affect vehicle performance capabilities:

- a. amount of speed-control capabilities of fast moving car compared to slow moving;
- b. sudden changes of direction or speed under various roadway conditions;
- c. steering techniques and feedback responses;
- d. acceleration applications;
- e. brake applications;
- f. proper use of gear ratios.

4. Natural forces that affect vehicle performance capabilities:

- a. gravity and kinetic energy;
- b. centrifugal effect and force of inertia;
- c. cross winds and tail winds;
- d. air turbulence from large vehicles.

5. Loss of control consequences:

- a. sliding skids;
- b. spinning skids;
- c. hydroplaning.

C. Suggested Activities

1.a. Collect videos, pictures and slides of HTS situations and classify by category:

- i. roadway;
- ii. vehicle;
- iii. driver activity; and
- iv. natural forces;

b. Then have students in small group identify the various factors by listing them in accordance with their effect on the three-control capabilities:

- i. acceleration;
- ii. braking; and
- iii. steering.

2. Prepare demonstrations using models and diagrams, which show the effect of the natural forces for various roadway conditions such as flat, crowned, and banked roadway curves.

3. Make lists of factors and vehicle capabilities in various combinations. Assign students to create diagrams, written descriptions or models for illustrating probable effects.

4. Have students collect newspaper accounts of accidents involving loss of control by drivers. Analyze, summarize, and chart the findings.

5. Discuss the types of skids and the conditions which bring them about. Ask students to formulate a set of principles or rules for preventing such loss of traction.

6. Develop a set of demonstrating exercises using bicycles that can be performed on the school parking lot using bicycles.

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§1509. Performance Capabilities for Various Motor Vehicles

A. Instructional Objectives

1. The students can identify and classify into similar groups those motor vehicles that have reduced or increased performance capabilities when compared to the standard passenger car.

2. The students can state the type and performance capability of various classes of motor vehicles and their differences from the standard passenger car.

B. Content Outline

1. Passenger Cars with Trailers

- a. Two wheel trailers.
- b. Four or more wheel trailers.

2. Recreation Vehicles

- a. Vans;
- b. Pickups with camper unit.
- c. Motor homes.

3. Small Passenger Cars

- a. Economy sub-compact.
- b. High performance sports car or sedan.

4. Trucks

- a. Pickups and vans.

- b. Standard one unit.
- c. Semi-trailer.
- 5. Buses
 - a. Commercial carriers.
 - b. School and church buses.
- 6. Motorcycles
 - a. Standard size.
 - b. Motor-scooter or motor driven cycles.
- 7. Slow Moving Vehicles
 - a. Farm tractors.
 - b. Maintenance machinery.

C. Suggested Activities

1. Have students collect car dealer brochures and magazines that provide motor vehicle performance tests. Develop a chart of various types of vehicles with similar performance characteristics.

2. Assign students to develop a set of questions for interviews with experienced truck drivers, recreational vehicle drivers, and others. Invite them to class for presentations and discussion.

3. Ask students to visit rental agencies for copies of brochures relating to use of trailer and trucks.

4. Conduct a survey of high school students whose parents have recreational vehicles. Have students interview drivers of these vehicles for an account of experiences and problems faced.

D. Definition of Terms

AccelerationCthe ability of a car to increase from a standing position or a certain speed to a greater speed in a given amount of time.

Braking DistanceCthe distance a car travels from the moment the service brakes are first applied to the moment the car has stopped moving.

CorneringCthe ability of a car to be steered around a sharp turn in the roadway without leaving the intended pathway.

DecelerationCthe ability of a car to decrease from one speed to a lower speed during a given period of time, with or without the use of brakes.

DownshiftingCthe changing of the gear positions in the transmission to a lower or more powerful gear ratio. It can be used for increased acceleration or deceleration.

FeedbackCthe return of information to the driver about the results of his vehicle control actions.

Four Second Stopping ZoneCthat part of the intended path of travel which extends for a distance of four seconds in front of the car.

Gap (in traffic)Cthe distance or time between the front end of one car and the back end of the next car in line.

IntervalCthe time or distance between the front of one car and rear of the car ahead. It is the same as following distance.

ManeuverCa series of planned and skillfully performed vehicle movements which changes the position of the vehicle to a more desired or better position.

OverhangCthat part of the motor vehicle body which extends beyond the wheels to the front, rear, or sides.

Oversteer (vehicle)Cthe tendency of a car's front end to move to the inside of the pathway being steered toward.

Path of TravelCthat strip of roadway that extends in front or back of the car and is wide.

Sight DistanceCthe distance the driver can see along his intended path of travel.

SpeedCthe rate of distance a vehicle travels during a given period of time. Speed equals distance divided by time.

Stopping Distance (Zone)Cthe distance the car travels from the moment the driver sees a situation and decides to stop, to the moment the car stops moving.

Two Second Following DistanceCthat part of the path of travel behind the ongoing car which extends for a distance of two seconds in front of the car following.

Understeer (Vehicle)Cthe tendency of a car's front end to move straight ahead instead of along the pathway being steered toward.

Vehicle CapabilitiesCthose things or abilities that a vehicle can be made to do such as stopping, cornering, and accelerating.

Vehicle PerformanceCthe vehicle's actual doing of those things that a vehicle is supposed to be able to do. Some people use vehicle performance as applying only to engine capability. We shall use vehicle performance as the sum total of all capabilities.

Weight TransferCthe shifting of part of the car's weight from one end to the other.

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§1511. General Approaches for Unit IV

A. This unit is a beginning for building a file of stored information about vehicle dynamics. Such information can be utilized in the development of basic control skills. Therefore, these learning experiences should be closely coordinated with the beginning on-street lab lessons when practical and psychologically sound. With additional information and experience, the learner can become proficient in monitoring his own vehicle and the highway environment for the competent operation and control of his

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car. The driver should not put himself into a situation where either he or the car is incapable of the desired response.

B. Please note that the two-second stopping zone (or following distance) works for all speeds when following a moving car ahead. However, the four-second stopping zone must be used for fixed objects or objects moving across your path. In order to eliminate confusion and allow for a margin of safety, the four-second rule is recommended for all speeds.

C. Actually, for urban areas, with limits of 30 mph, the two-second zone would be adequate for cross traffic. The illustration below may help clarify the various speed-braking-distance relationships in terms of time.

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